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ABSTRACT

The regional guidelines for private schools with handicapped children are designed to promote comparability of state licensing and/or approval placement procedures, reduce administrative burden and attendant costs, increase effectiveness of monitoring interstate placements, and provide a firm basis for program analysis. Listed among the 20 approval procedures are that the appropriate state authority should conduct an onsite inspection of each school applying for licensing and/or approval prior to granting licensing and/or approval, that prior to conducting an onsite inspection the appropriate state authority should determine that the school applying is fiscally solvent, and that schools granted approval should be subject to reevaluation at least every 3 years. Approval criteria are outlined for the following components of private school operation: governance: administration: program requirements (particularly the individualized education program): related services: program evaluation: child management techniques: instructional, administrative, and supportive personnel: termination of student's enrollment: due process: class size: calendar requirements: physical facilities: transportation: child care: and health and medical care. Appendixes, which make up more than half the document, contain a glossary, a documentation checklist for approval criteria, a data gathering instrument, a list of data to be submitted by private schools prior to onsite visitation, a suggested process outline for onsite visitation using the regional guidelines, suggested format for private school evaluation report, and an evaluator inservice agenda. (SBH)

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AN SEA MONITORING GUIDE

FOR USE WITH

"THE REGIONAL GUIDELINES FOR STATE APPROVAL OF PRIVATE SCHOOLS FOR CHILDREN WITH HANDICAPPING CONDITIONS"

Northeast Regional Resource Center
SEA Private School Committee
168 Bank Street
Hightstown, NJ 08520

June, 1980

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REGIONAL GUIDELINES

REGIONAL GUIDELINES FOR STATE APPROVAL OF PRIVATE SCHOOLS

FOR CHILDREN WITH HANDICAPPING CONDITIONS

Northeast Regional Resource Center

168 Bank Street

Hightstown, New Jersey 08520

SEA PRIVATE SCHOOL COMMITTEE

First Edition, June, 1980

COOPERATING STATES OF THE SEA PRIVATE SCHOOL COMMITTEE

Connecticut
Maine
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont
Virginia

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INTRODUCTION

The SEA Private School Committee was established in 1975 at the request of the Advisory Board of the Northeast Regional Resource Center (NERRC). The major purpose of this committee was the development of a comprehensive set of guidelines designed to assist client states in devising and implementing appropriate regulations and procedures for the licensing and/or approval of private schools for children with handicapping conditions.

Current major purposes of the committee are :

1. To assist participating states to keep informed about major issues and concerns related to private schools for special education and compliance with Public Law 94-142 and to develop communications with federal representatives, private school representatives and parent representatives, when appropriate, on these issues and concerns;

2. To promote comparability in licensing/approval/placement procedures for private special education schools among the member states and to facilitate the approval task of state agencies making placements in out-of-state schools;

3. To provide means for a ready exchange of information on the approval status, programs and services, etc. of private special education schools, approved by the participating states;

4. To define the responsibilities of private schools in the utilization of public funds to educate handicapped students and to promote comparability of all fiscal data available to the participating states relative to private special education schools;

5. To assist the Advisory Board of the Northeast Regional Resource Center on matters relating to special education in private schools;

6. To design a program analysis instrument to ensure program quality in all private schools which accept public funds to educate handicapped students.

The regional guidelines are a first step towards an accomplishment of these purposes. In providing uniform regional guidelines for private schools, these guidelines should promote comparability of state licensing, approval placement procedures, reduce the administrative burden and attendant costs for both the private schools and state education agencies, increase the effectiveness of monitoring interstate placements and provide a firm basis for program analysis. The committee has also provided the "Private School Self-Study Guide,"an instrument designed to measure the compliance of a private school program with the regional guidelines.

One basic assumption of the committee in developing the approval guidelines requires particular emphasis. The committee believes that children should not be placed in private schools for children with handicapping conditions unless this placement is considered the least restrictive environment able to provide appropriate education and care for the particular child. This is in complete accord with the relevant provision of Public Law 94-142 which reads:

> ...to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily...(Section 612).

As a basic principle, the SEA Committee does not believe that any child should be placed in a private school unless that school is licensed and/or approved by the state in which it is located.

Members of the Northeast Regional Resource Center SEA Private School Committee include both representatives of state education agencies and private school providers. Present members are:

Rebecca McGlamery, Connecticut
Gregory Scott, Maine
Lewis Williams, Massachusetts
Harvey Harkness, New Hampshire
Arthur Shapiro, New Jersey
Richard Hehir, New York
George Severns, Pennsylvania
Charles Harrington, Rhode Island
Edward Ryan, Vermont
Leslie Goode, Virginia
Leonard Sains, Early Childhood Learning Centers, New Jersey
Terry Leary, Harmony Hill School, Rhode Island
Nicholas J. Maldari, Northeast Regional Resource Center
Eileen Ware, Northeast Regional Resource Center

In addition to the committee representatives listed above, Connie Mercer and members of the Interstate Consortium on Residential Child Care have participated in activities of the SEA Committee for the past two years. The SEA Committee has endorsed The Guidebook on Residential Care for Children for utilization in the approval of residential private schools.

REGIONAL GUIDELINES FOR STATE APPROVAL OF PRIVATE SCHOOLS

FOR CHILDREN WITH HANDICAPPING CONDITIONS

The following guidelines would apply only to private schools which are approved by the state education agency and which receive public monies for the education of handicapped children.

APPROVAL PROCEDURES

1.1 The state should make detailed information regarding the process of licensing and/or approval of private school facilities available for easy public access. This information should include but not be limited to:

- a clear statement of all licensing and/or approval requirements;
- a listing of appropriate contact persons for each stage of the licensing and/or approval process and the appeal process;
- usual time frames for all stages of the approval and/or licensing process.

1.2 The first step in the process of licensing and/or approval process should be the submission of a written application by the school requesting licensing and/or approval. On-site inspections should not be scheduled prior to the receipt of this application by the appropriate state authority.

This application should include, but not be limited to:

- a written program description identifying and describing the school's philosophy, its goals and objectives, student-teacher ratio, the characteristics of children served and their ages, intake procedures, termination procedures, admission criteria, any services provided by the school including aftercare services, the rates charged for all such services, a description of the scope and sequence of the school's curriculum and of the instructional strategies employed, any specific strategy employed in the instruction or management of children, the length of the instructional year and daily instructional period, available materials and facilities, behavior management and disciplinary practices and a statement of the extent to which students are required to participate in religious observances;
- a complete list of all current personnel identifying their current job placement and any certification or other qualification relevant to such job placement;
- a table of the school's organization showing the administrative structure of the school, including lines of authority and staff assignments;
- a list of all members of the school's board of directors, all officers of the board, the terms of office of such officers, the occupational affiliations of all members of the board and the addresses of all members of the board;

- copies of any and all documents defining the school's ownership and statutory basis for operation including, where applicable, the charter, partnership agreement, constitution, articles of organization and by-laws;

Copies of all of the above documents should be maintained on permanent file at the school. The program description should be routinely provided to placing agencies and to parents.

1.3 The appropriate state authority should evaluate written applications for licensing and/or approval in writing, listing and addressing the states licensing and/or approval criteria and specifically outlining the applicant school's status with regard to each licensing and/or approval criterion. Such written evaluations should be made available to the applicant school.

1.4 A private school applying for licensing and/or approval should submit a self-evaluation report to the appropriate state authority as a part of the licensing and/or approval process. This self-evaluation report should list and address the state's criteria for licensing and/or approval.

1.5 A private school should obtain the appropriate approvals from other agencies prior to on-site evaluation.

1.6 The appropriate state authority should conduct an on-site inspection of each school applying for licensing and/or approval prior to granting licensing and/or approval. This inspection should include but not be limited to:

- a complete check of the physical plant;
- an inspection of sanitation facilities;
- an inspection of any food service facilities;
- a determination of the school's degree of compliance with relevant health, fire and safety regulations.

1.7 Prior to conducting an on-site inspection the appropriate state authority should determine that the school applying for licensing and/or approval is fiscally solvent.

1.8 On-site inspection teams should consist of trained, objective personnel who have no financial or personal interest in the school applying for licensing and/or approval.

1.9 The on-site inspection team should be required to make a specific recommendation for approval, conditional approval or disapproval of the application to the appropriate state authority.

1.10 Schools applying for licensing and/or approval for state assistance should not be permitted to commence operation prior to the granting of licensing and/or approval by the appropriate state authority.

1.11 The appropriate state authority should be empowered to disapprove a school's application or suspend a school's license if the school is found, on inspection,

not to be in compliance with relevant state or local laws and regulations or if, on inspection any condition endangering the life, health or safety of children is discovered. Under exceptionally hazardous circumstances, the appropriate state authority should have means immediately to suspend a school's operation.

1.12 The appropriate state authority should be empowered to make any of the following dispositions concerning the school's status:

- Approved - A status given the school in writing from the Chief State School Officer subsequent to the program, fiscal and on-site evaluation. This status allows the school to be reimbursed for students enrolled with the approval of the State Education Agency. This status is continuous for a maximum of a three year period, and indicates that this school meets the criteria and/or standards of the host state for educating handicapped children.

- Conditional Approval - A status given the school in writing from the Chief State School Officer subsequent to the on-site evaluation. This status allows the school to be reimbursed for students enrolled with the written licensure and/or approval of the State Education Agency. This status is only for a currently approved private school and provides for a specified time of one year or less to correct any deficient areas noted in the evaluation team's composite report.

- Disapproved - A status given the school in writing from the Chief State School Officer subsequent to the on-site evaluation. This status indicates the school has such serious deficiencies as to discontinue, or not authorize continued eligibility for State Education Agency funds.

- Operable - Licensed or permitted to operate, but not part of the system receiving public funds from the host state.

1.13 There should be clear established procedures for appealing the decisions of the appropriate state authority with regard to licensing and/or approval of private schools.

1.14 The appropriate state authority should have clear established procedures for monitoring licensed and/or approved facilities.

1.15 The appropriate state authority should have clear established procedures for providing appropriate alternate educational programs for students in an existing school where licensing and/or approval has been denied or revoked.

1.16 If approval is conditional, the school should be re-evaluated in terms of the unsatisfactory areas within one year from the beginning of the probationary period. Depending on the degree of noncompliance, a timetable should be devised for clearing the deficiencies.

1.17 Schools granted approval should be subject to re-evaluation at least every three years. Re-evaluation should involve a complete, objective study to determine the school's current status with regard to compliance with all relevant laws and regulations.

1.18 The appropriate state authority must ensure that the approval process is efficient and is reasonably short in duration. The approval process should, barring difficulties, be completed in less than one year from the initial application.

1.19 The appropriate state authority should be empowered to request a certified audit of any school's finances during the initial study, if the school has been in operation for a sufficient period of time, during any subsequent re-evaluation or, given reasonable grounds, at any other time.

1.20 Any school approved for operation is required to report any of the following situations to the appropriate state authority:

- any legal proceeding against the school, or any employee of the school where such proceeding arises from circumstances related to the care or education of children in the school or the continued operation of the school with ten days of the initiation of such proceeding;

- the death of any child which occurs while a child is enrolled in the school within 24 hours of occurrence;

- any serious injury to or any previously unidentified disorder or illness of such child which occurs during the hours while such child is in school and which requires in-patient hospitalization within 24 hours of occurrence;

- any change in the school's program, ownership of policies, fiscal solvency, services, facilities or location within one week of such change.

The school must also inform the parents and the sending agency of the death, injury or serious illness of a child. Any of the above situations may result in re-evaluation of the school.

APPROVAL CRITERIA

Governance

2.1 A private school should have a clearly identifiable governing body which is responsible for the policies and activities of the school.

2.2 The governing body of a private school should be responsible for ensuring the schools continual compliance with the schools charter, constitution or other organizational document or agreement and with the terms of all leases, contracts or legal agreements to which the school is a party.

2.3 The governing body of a private school should ensure that the school is in compliance with all relevant federal, state and local laws.

2.4 The governing body of a private school should appoint a person to act as chief administrator of the school and delegate sufficient authority to this person to effectively manage the affairs of the facility.

2.5 The governing body of a private school should ensure that the school is fiscally sound and that school finances are handled according to sound accounting practices. The governing body should review and approve the annual budget of the school.

2.6 A private school should keep on permanent file documents clearly identifying the school's ownership and the legal basis for the school's operation.

2.7 A private school shall keep on permanent file a current list of the names and addresses of all members of the school's board of directors. Such list shall identify the officers of the board, the terms of office of such officers, and the occupational affiliations of all members of the board.

Administration

3.1 A private school should have a written policy that in its operations no person shall be excluded from participation, be denied benefits or be otherwise discriminated against on the basis of age, sex, race, creed, national origin or handicapping condition.

3.2 Each private school should have a written policy that it complies with the provisions of the Education of the Handicapped Act, the Family Education and Privacy Act and Section 504 of the Rehabilitation Act of 1973.

3.3 Each private school should have written policies and procedures for the protection of confidential information.

3.4 Each private school should have a separate office space located on the school campus with locked fireproof file cabinets to ensure the security of confidential records.

3.5 Each private school should have a written policy concerning the release of information to other persons and/or agencies.

3.6 Each private school should have written procedures and schedules for destruction of outdated files and records.

3.7 A private school should maintain on permanent file a written description of the admission process including description of all admissions criteria and identification of handicapping conditions of the children served by the school.

3.8 A private school should maintain on permanent file a written plan for in-service training of all staff involved in providing direct services to children. The school should maintain a record of all conferences and conventions attended by staff and staff membership in professional organizations.

Program Requirements

4.1 Each private school should receive from the sending agency an Individualized Education Program (IEP) for each child prior to enrollment in the private school. An IEP for a child is a document which includes:

- a statement of the present levels of educational performance of such child;

- a statement of annual goals, including short-term instructional objectives;

- a statement of the specific educational services to be provided to such a child, and the extent to which such child will be able to participate in regular educational programs;

- the projected date for initiation and anticipated duration of such services;

- appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved (P.L. 94-142 - Definitions #19).

The IEP is developed:

> "In any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specifically designed instruction to meet the unique needs of handicapped children, the teacher, a representative of the private school, the parents or guardian of such child, and, whenever appropriate, such child..." (will be included in the development of the IEP) P.L. 94-142 - Definitions #19)

4.2 A private school should provide all facilities, equipment and materials necessary for the implementation of any IEP or portion of an IEP that the school has agreed to implement.

4.3 A private school should use pedagogy with students which is directly related to IEPs on each student. It should also be in line with the school's curriculum.

4.4 In the private school, daily lesson plans should be clear, concise and reflective of the IEP goals for each student. They should also reflect any staff input and related reports, evaluations, etc., provided by those holding an interest in the student's welfare.

4.5 Each private school should maintain a periodic progress report on each child.

4.6 Each private school should maintain progress reports which indicate the child is progressing toward meeting his/her goals, or, if not, the IEPs should be scheduled for team review and possible revision.

4.7 In each private school, all students should have access to physical education, art, music, and other subjects as required by state statute and federal law, P.L. 94-142.

4.8 A private school should have an established system of routine communication among all staff members of the school who provide direct services to a child, including both instructional and residential staff, if appropriate. All staff members involved in providing a direct service to a child should participate in the process of planning for that child and should know the contents of that student's IEP, and all other reports and evaluations, as appropriate.

4.9 A private school should identify available resources, both on campus and in the community, which provide opportunities for experiences in the least restrictive environment.

Related Services

5.1 Support personnel should be provided by each private school as appropriate for the implementation of each child's IEP and necessary for the child's health and safety. Private schools may be expected to have access to such services as:

SOCIAL WORKER
PSYCHOLOGIST
PSYCHIATRIST
SPECIAL EDUCATION CONSULTANT
PHYSICIAN
NURSE
PHYSICAL THERAPIST
AMBULANT TEACHER
SPEECH PATHOLOGIST
AUDIOLOGIST
VOCATIONAL INSTRUCTOR
ASSOCIATE TEACHERS
ASSISTANT TEACHERS
TEACHER AIDES
OCCUPATIONAL THERAPIST
COMMUNITY LIAISON PERSONNEL
GUIDANCE COUNSELOR

Evaluation of Programs

6.1 Periodic review and evaluation of each student's progress relative to the written IEP should be completed by the sending agency and private school.

6.2 Each private school should complete a minimum of three comprehensive reports per year on each child enrolled regarding the child's progress in his educational program and including a record of attendance. These reports should be provided to the sending agency and the parents or guardian of the child. Reports should be written in language understandable to parents.

6.3 A private school should have a list of the nondiscriminatory evaluation devices it uses to determine need for IEP revision.

6.4 A private school should have a set of written procedures to be followed to determine the need for IEP revision.

Child Management Techniques

7.1 Each private school should have a written statement of policies and procedures followed by the school in managing student behavior. This statement should be routinely provided to the sending agency and the parent(s) or guardian of each child enrolled in that school.

7.2 A private school should not employ any disciplinary measure which subjects a child enrolled in that school to physical abuse, humiliation or unsupervised confinement.

7.3 Each private school should make provision to train staff in acceptable child management techniques. The school should do everything possible to see that discipline is administered with due regard for fairness, humanity, and the dignity of the individual.

7.4 Each private school should have a written procedure based on state and federal law concerning the reporting of suspected instances of child abuse.

Qualifications and Requirements for Instructional Administrative and Supportive Personnel

8.1 All administrative, instructional and support staff should hold appropriate certification and/or licensure as required by the state and evidence of the same shall be on record with the appropriate state agency.

8.2 All personnel should be appropriately qualified and certified or licensed for the position in which they function within the particular definition(s) of their current certificate(s) and/or license(s).

8.3 Each private school should have on permanent file evidence that each of the employees of that school meets the health requirements for public school employees in that state.

8.4 Each private school should have written policies governing original appointments, tenure, if appropriate, and dismissal for all staff positions; the school should have written policies governing salaries and benefits for all staff positions.

8.5 Each private school should have on permanent file written job descriptions covering all staff positions.

8.6 Each private school should have written procedures for supervising and evaluating the performance of all staff members.

8.7 Each private school should have a written plan for in-service and pre-service training of staff.

Termination of a Student's Enrollment

9.1 A private school should not terminate the enrollment of any student in any program provided by the school without consulting with the student's parents

or guardian, the sending agency, and any other agencies which have a compelling interest in the student's educational welfare. Such consultation should take the form of a conference involving all interested parties, such conference to take place, whenever possible, 30 calendar days prior to the projected date of termination of enrollment. The private school should provide written notification of the conference to all interested parties. The school should provide such notificaton, whenever possible, at least two weeks prior to the date of the conference. Written notification of the conference should include an explanation of the reasons for termination of the child's enrollment. The conference should include but not be limited to:

- a discussion of possible alternatives to termination of enrollment when such termination results from behavioral problems or unacceptable progress within the school program;
- a detailed discussion of the program needs of the student;
- a discussion of any plans for alternative placement;
- a general review of the student's IEP;
- if applicable, a detailed discussion of the student's transition from his/her present program to an alternative placement;
- if applicable, a complete plan and schedule for follow-up conferences between involved parties.

Termination of enrollment in hospital-based schools, when such termination is for treatment-related reasons, should be reported within 24 hours to the sending agency and after consultation with the parent or legal guardian.

9.2 A private school should not terminate the enrollment of any student in any program provided by the school without exhausting all other reasonable alternatives when such termination of enrollment occurs as a result of behavioral problems or unacceptable progress in the school program on the part of the student. Such alternatives to termination of enrollment should include but not be limited to:

- in crisis situations, a suspension of the student from the private school program for a maximum of seven calendar days pending a consultation conference involving the private school, the parents or guardian of the child, the sending agency and all other agencies which have a compelling interest in the student's educational welfare to discuss and plan alternatives to termination of enrollment;
- in non-crisis situations, the scheduling of a consultation conference with all interested parties to discuss and plan alternatives to termination of enrollment;
- on the basis of consultation with all interested parties, a designated period of probation allowing the student time to meet specifically stated behavioral objectives;

- on the basis of consultation with all interested parties, including, if possible, the child, a specific written contract outlining the responsibilities of each interested party during a designated period of probation;

- on the basis of consultation with all interested parties, a written document detailing the revisions in the current program to be made by the private school to assist the student in meeting minimal behavioral and/or academic standards.

9.3 A private school should afford the opportunity for a student to complete the school year prior to termination of enrollment.

9.4 A private school should provide written notification of any termination of enrollment in a program provided by such school to the parent(s) or guardian of the student so terminated and the sending agency.

Due Process

10.1 A private school should ensure that all parents or guardians of students have an opportunity to inspect and review all education records relating to the identification, evaluation and educational placement of the child.

Class Size

11.1 Each private school should conform to the requirements of the state in which it operates with respect to set special education class sizes, teacher/student ratios, and the age range within each class.

Calendar Requirements

12.1 A private school should provide a written annual school calendar identifying the instructional days per year and the instructional hours per day.

Physical Facilities

13.1 Physical facilities of each private school should comply with all applicable regulations of the municipality and state in which it operates as well as with applicable federal regulations.

13.2 A private school should develop a written schedule of maintenance and housekeeping activities to ensure that the grounds and facilities are safe and promote the health of children.

13.3 A private residential schools' recreational, dining, sleeping, bathroom and kitchen facilities should provide space and facilities, according to state standards, to ensure the comfort and health of children.

13.4 A private school should have written procedures and have periodic inspections to control potential hazards to children with particular attention to the presence of lead paint; storage of hazardous materials; garbage disposal; vermin infestation; storage of food; storage of medicines; electrical, plumbing and heating systems.

13.5 A private school which offers swimming in its program must provide written assurance that a qualified water safety instructor or senior lifesaver will be on duty whenever children are in the swimming program.

13.6 A private school should have written procedures to be followed in the event of emergency or disaster and maintain a record of emergency drills held.

13.7 A private school should have written procedures for assisting children with impaired functioning in the event of emergency.

Transportation

14.1 A private school should provide all transportation required within the school day for the implementation of any IEP or portion of an IEP which the school has agreed to implement.

14.2 All vehicles used to transport children should be properly inspected, maintained and licensed according to state law. All drivers of such vehicles shall be licensed according to state law and trained in the specific techniques of transporting handicapped children.

Child Care

15.1 The residential components of private schools should meet all applicable federal, state and municipal standards and regulations governing childrens residential care.

15.2 Each private school should be responsible for the total care of any child who resides at the school. The school must give due consideration to the physical and emotional health of resident pupils. The school should provide resident pupils with regular nutritious meals, opportunities for proper exercise, appropriate recreational activities and opportunities for positive social encounters.

15.3 Private schools with residential programs should provide properly qualified, trained and supervised child care workers to staff their residential programs.

15.4 The private school should take the responsibility for identifying students with emergent emotional or physical problems and consulting with the appropriate representatives of the sending agency and the child's parents or guardian to ensure the provision of proper mental health services in such cases.

Health and Medical Care

16.1 A private school should provide or arrange for a program of preventive, interventive and emergency medical and dental care.

16.2 Each private school should have written procedures to ensure that children receive prompt and competent medical attention in the event of injury or illness while participating in any school program or activity.

16.3 A private school should have formulated written policies and procedures regarding the use and administration of medicine to children. Medication should be dispensed under medical order.

16.4 A private school should maintain locked storage space for prescription drugs which is accessible only to authorized persons.

16.5 The private school should notify a child's parent(s) or guardian, sending agency and state education agency immediately of any serious illness, accident or death of any child.

APPENDIX A

GLOSSARY OF TERMS

The following definitions are provided only for the purposes of the Regional Guidelines and should not be construed as attempts to provide general definitions of these terms.

1. ADVISORY BOARD OF THE NORTHEAST REGIONAL RESOURCE CENTER - Members are the state directors of special education of the six New England states and New Jersey. Their function is to guide the Northeast Regional Resource Center.

2. APPROPRIATE APPROVALS FROM OTHER STATE AGENCIES - Approvals/licensure granted to private agencies by other than state education agencies.

3. APPROPRIATE APPROVALS FROM OTHER STATES - Most states in the eastern part of the country will recognize as approved, those schools approved by the state department of education in which the school is located if that host state accepts the approved private school guidelines published through the federal government by the Northeast Regional Resource Center located in Hightstown, New Jersey.

4. APPROVAL - Permission to provide educational services to a specific population based on assurances that all standards and regulations established by the state education department have been met. Such approval allows for expenditure of public funds.

5. COOPERATING STATES OF THE SEA PRIVATE SCHOOL COMMITTEE - The states of Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and Virginia which are represented on the SEA Committee.

6. EXPULSION - The act of revoking, for an extended period, via appropriate due process procedures, a student's right to attend a designated facility and/or program.

7. LEGAL CUSTODIAN - Court appointed person and/or agency who is charged with care of the child.

8. LEGAL GUARDIAN - The natural parent or court appointed person or agency who has the rights and responsibilities of the parent.

9. LICENSE - A permit to legally operate a school under defined professional parameters, as documented in law.

10. MONITORING - A systematic evaluation process generally involving document review and on-site evaluation of fiscal procedures as well as program and administrative procedures.

11. NORTHEAST REGIONAL RESOURCE CENTER - See Appendix B

12. ON-SITE REVIEW - As part of the state's monitoring system, a team of qualified individuals visits the school to gather information relative to the quality and quantity of the education of exceptional children taking place at the site.

13. PRIVATE SCHOOL FOR CHILDREN WITH HANDICAPPING CONDITIONS - An educational agency offering special education and related services whose governance is derived from private ownership, proprietorship, partnership or incorporation and which is subject to state statutes and regulations.

14. SUSPENSION - The act of temporarily revoking, via appropriate due process procedures, a student's right to attend a designated facility and/or program.

APPENDIX B

NORTHEAST REGIONAL RESOURCE CENTER

The New Jersey State Department of Education's Branch of Special Education and Pupil Personnel Services was awarded its second consecutive contract by the U. S. Office of Education, Bureau of Education for the Handicapped in October, 1977.

The purpose of the Northeast Regional Resource Center (NERRC) program is to assist state and local agencies to implement individual education programs for handicapped children and youth. The NERRC carries out its program activities through demonstrations of exemplary services and programs, technical assistance strategies and consultative services. The workscope areas of the NERRC program are appraisal, educational programming, placement, educational program evaluation of child performance, and review of the individualized education program process. The states served by the Northeast RRC are Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont.

The determination of the exact nature of NERRC services are made on the basis of appropriateness to the individual responsibilities and needs of each state education agency and its local education agencies. The services to be delivered are formalized in a specific service agreement between the Northeast RRC and each client state being served. Service strategies and RRC activities focus on the implementation of the individualized education program component of P.L. 94-142.

While the emphasis of service delivery is on individual state needs, regional concerns are also considered. The NERRC program is designed to meet regional needs in developing capacity and exemplary practices to address the individualized educational program components.

The benefits to each state which participates in a regional activity are multiplied by the pooling together of human and material resources. Each state, although different in size, population, resources and service capabilities, has its own unique segments of strength which contribute to the regional and national effort on behalf of handicapped children.

The Northeast RRC is guided by an Advisory Board which represents the individual states in the Northeast Region. Presently the Advisory Board members are:

Dr. Tom Gillung, Connecticut

Mr. Robert Vail, Maine

Mr. Roger Brown, Massachusetts

Dr. Edward DeForrest, New Hampshire

Dr. Paul Winkler, New Jersey

Mr. Charles Harrington, Rhode Island

Ms. Jean Garvin, Vermont

SELF STUDY GUIDE

PRIVATE SCHOOL SELF STUDY GUIDE

Northeast Regional Resource Center
168 Bank Street
Hightstown, New Jersey 08520

SEA Private School Committee

First Edition, June, 1980

PRIVATE SCHOOL SELF-STUDY

Questions are numbered to correspond with the appropriate section of the Guidelines.

Governance

		Yes	No
2.1	Does your school have a clearly defined body (e.g. owner, partnership, board of directors) responsible for the school's policies and activities?	___	___
2.2-2.5	Does this body assume the following basic responsibilities?		
	- compliance of the school with federal, state and local law and all legal agreements to which the school is a party?	___	___
	- designation of a person to act as chief administrator of the school?	___	___
	- financial solvency of the school including review and approval of the annual budget?	___	___
2.6	Do you have on permanent file documents which identify the ownership of your school and the legal basis for the school's existence?	___	___
2.7	If you have a board of directors, do you have on permanent file a list of the names and addresses of all current members identifying all officers of the board, their terms of office and the occupational affiliations of all members of the board?	___	___

Administration

3.1	Does your school have a written policy that in its operation no person is excluded from participation, desired benefits or otherwise discriminated against on the basis of age, sex, race, creed, national origin or handicapping condition?	___	___
3.2	Does your school have a written policy that it complies with the pertinent provisions of the Education of the Handicapped Act, the Family Education and Privacy Act and Section 504 of the Rehabilitation Act of 1973?	___	___
3.3	Does the school have written policies and procedures for protection of confidentiality?	___	___

		Yes	No
3.4	Does the school have a separate office space located on the school campus with locked file cabinets that contain all confidential records?	___	___
3.5	Does the school have written policies regarding the release of information to other persons and/or agencies?	___	___
3.6	Does the school have written procedures and schedules for destroying out-dated student files?	___	___
3.7	Does the school maintain on permanent file a written description of the admissions process including description of all admissions criteria and identification of handicapping conditions of the children served by the school?	___	___
3.8	Does the school maintain on permanent file a written plan for in-service training of all staff involved in providing direct services to children?	___	___
	Does the school maintain a written record of all conferences and conventions attended by staff and staff membership in professional organizations?	___	___

Program Requirement

4.1	Are your students' IEPs developed in meetings where a representative of the local education agency or an intermediate educational unit who is qualified to provide, or supervise the provision of, specifically designed instruction to meet the unique needs to handicapped children, the teacher, a representative of the private school, the parents or guardian of the child and, whenever appropriate, the child?	___	___
	Does the school receive from the sending agency an individualized education program (IEP) for each child prior to enrollment in the private school?	___	___
	Are the following included in your students' IEPs:		
	- A statement of the present levels of educational performance.	___	___
	- A statement of annual goals, including short-term instructional objectives.	___	___
	- A statement of the specific educational services to be provided to such a child, and the extent to which such child will be able to participate in regular educational programs.	___	___

		Yes	No
	- The projected date for initiation and anticipated duration of services.	___	___
	- Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.	___	___
4.2	Does your school provide all facilities, equipment and materials necessary to implement your student's IEPs?	___	___
4.3	Is teaching in your school directly related to:		
	Each student's IEP?	___	___
	Reports on each student?	___	___
	Evaluations?	___	___
	Is teaching in your school in line with the school's curriculum?	___	___
4.4	Do the daily lesson plans reflect IEP goals for each student?	___	___
	Do the daily lesson plans reflect input from staff members holding an interest in the student's welfare?	___	___
4.5	Does the school have a daily progress chart on each student?	___	___
4.6	Do progress reports indicate that the student is progressing towards meeting his/her goals?	___	___
4.7	Do students have access to:		
	Physical Education?	___	___
	Art?	___	___
	Music?	___	___
4.8	Does the school have an established routine communication system among all staff members who provide direct services to a child?	___	___
4.9	Does your school identify resources both on campus and in the community which provide opportunities for experiences in the least restrictive environment?	___	___
	RELATED SERVICES		
5.1	Does the school provide support personnel as appropriate for the implementation of each child's IEP?	___	___
	Evaluation of Programs		
6.1	Does the school provide periodic review and evaluation of each student's progress relative to the written IEP? Does this review include a record of attendance?	___	___
6.2	Does the school provide a minimum of three comprehensive reports per year (every three months) regarding the child's progress toward achieving the educational criteria?	___	___
6.3	Does the school have a list of the nondiscriminatory assessment procedures it uses to determine the need for IEP revisions?	___	___
6.4	Does the school have a set of written procedures to be followed to determine the need for IEP revision?	___	___

		YES	NO
Child Management Techniques			
7.1	Is there a written statement of policies and procedures pertaining to the management of student behavior?	___	___
7.2	Are disciplinary measures free of physical abuse, humiliation or unsupervised confinement?	___	___
7.3	Is there an inservice program to train staff in acceptable child management techniques?	___	___
7.4	Does your school have a written procedure based on state and federal law concerning the reporting of suspected instances of child abuse?	___	___
QUALIFICATIONS AND REQUIREMENTS FOR INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORTIVE PERSONNEL			
8.1	Do all administrative, instructional, and support staff hold appropriate certification and/or licensure as required by the state and evidence of all the same on record with the appropriate state agency?	___	___
8.2	Are all personnel appropriately qualified and certified or licensed for the position in which they function within the particular definition(s) of their current certificate(s) and/or license(s)?	___	___
8.3	Does the school have evidence that all staff met with the health requirements for public school employees in the state?	___	___
8.4	Does the school have written policies governing the following for all staff members?		
	-appointments	___	___
	-tenure, if appropriate	___	___
	-dismissal	___	___
	-salaries	___	___
	-benefits	___	___
		___	___
8.5	Are all staff positions covered by a written job description?	___	___
8.6	Does the school have written policies for supervision and performance evaluation for all staff positions?	___	___
8.7	Does your school have a written plan for inservice and pre-service training of staff?	___	___

Termination of a Student's Enrollment

		Yes	No
9.1	Does your school have an established procedure that ensures the consultation of parents, sending agency, and any other agencies with a compelling interest in the student's educational welfare prior to the termination of a student's enrollment?	___	___
	Does your school confer with all interested parties at least 30 days, prior, whenever possible, to terminating any student's enrollment?	___	___
	Does your school provide written notification of the conference to all interested parties? If yes, answer	___	___
	Is this written notification provided, whenever possible, at least two weeks prior to the date of the conference?	___	___
	Does the written notification of the conference contain an explanation of the reasons for termination?	___	___
	Are the following subjects covered at your conferences?		
	- A discussion of possible alternatives to termination of enrollment when such termination results from behavioral problems or unacceptable progress within the school program.	___	___
	- A detailed discussion of the program needs of the student.	___	___
	- A discussion of any plans for alternative placement.	___	___
	- A general review for the student's IEP.	___	___
	- If applicable, a detailed discussion of the student's transition from his/her present placement to an alternative placement.	___	___
	- If applicable, a complete plan and schedule for follow-up conferences between involved parties.	___	___
	If your school is hospital-based, do you report termination of enrollment for treatment-related reasons to the sending agency within 24 hours and after consulting with the parent?	___	___
9.2	Does your school exhaust all other reasonable alternatives prior to terminating a student's enrollment?	___	___
9.3	Does the school afford the opportunity for students to complete the school year prior to termination of enrollment?	___	___

	Yes	No
9.4 Does the school provide written notification to the parents or guardians and placing agency when a student is terminated?	___	___

Due Process Procedures

10.1 Are parents (of handicapped children) afforded an opportunity to inspect and review all education records with respect to the identification, evaluation, and educational placement of the child?	___	___

Class Size

11.1 Does the school conform to the state's standards of class size or teacher/student ratios?	___	___

Calendar Requirements

12.1 Does your school have a written annual calendar including the number of instructional days per year and the number of hours per day?	___	___

PHYSICAL FACILITIES

13.1 Do the physical facilities of the school comply with all applicable regulations of the municipal, state and federal governments?	___	___
13.2 Does the school have a written schedule of maintenance of housekeeping activities?	___	___
13.3 Does the school have space and facilities according to state standards in the following areas:		
recreational?	___	___
dining?	___	___
sleeping?	___	___
bathrooms?	___	___
kitchens?	___	___
13.4 Does the school have written procedures for periodic inspections to control potential hazards?	___	___
Does the school have periodic inspections to control potential hazards to children?	___	___
13.5 If the school has a swimming program, is there a written assurance that a qualified water safety instructor or senior life saver will be on duty whenever children are in the swimming program?	___	___

		Yes	No
13.6	Does the school have written procedures to be followed in the event of emergency or disaster?	___	___
	Does the school maintain a record of emergency drills held?	___	___
13.7	Does the school have written procedures for assisting children with impaired functioning in the event of emergency?	___	___

TRANSPORTATION

14.1	Does the school provide all transportation required within the school day to implement any IEP or portion of an IEP which the school has agreed to implement?	___	___
14.2	Are all vehicles used to transport children inspected, maintained and licensed according to state law?	___	___
	Are all drivers of such vehicles licensed according to state law and trained in the specific techniques of transporting handicapped children?	___	___

Child Care

15.1	Is the school in compliance with all applicable federal, state and municipal standards and regulations governing children's residential care?	___	___
15.2	Is adequate provision made for regular nutritious meals, opportunities for proper exercise, appropriate recreational activities and opportunities for positive social encounters?	___	___
15.3	Does staff include properly trained, qualified and supervised child care workers?	___	___
15.4-15.5	Does your school have written procedures for prompt identification and treatment of medical and emotional problems?	___	___

HEALTH AND MEDICAL CARE

16.1	Does the school provide or arrange for a program of preventive, interventive and emergency medical and dental care?	___	___
16.2	Does the school have written procedures to ensure that children receive prompt and competent medical attention in the event of an injury or illness?	___	___
16.3	Does the school have written policies and procedures regarding the use and administration of medicine to children?	___	___
	Is medication dispensed under medical orders?	___	___

		Yes	No
16.4	Does the school maintain a locked storage space for prescription drugs?	___	___
	Is this storage space accessible only to authorized persons?	___	___
16.5	Are the student's parents or guardians, the sending agency and state education agency immediately notified of any serious illness, accident or the death of any child?	___	___

APPENDIX A

GLOSSARY OF TERMS

The following definitions are provided only for the purposes of the Regional Guidelines and should not be construed as attempts to provide general definitions of these terms.

1. ADVISORY BOARD OF THE NORTHEAST REGIONAL RESOURCE CENTER - Members are the state directors of special education of the six New England states and New Jersey. Their function is to guide the Northeast Regional Resource Center.

2. APPROPRIATE APPROVALS FROM OTHER STATE AGENCIES - Approvals/licensure granted to private agencies by other than state education agencies.

3. APPROPRIATE APPROVALS FROM OTHER STATES - Most states in the eastern part of the country will recognize as approved, those schools approved by the state department of education in which the school is located if that host state accepts the approved private school guidelines published through the federal government by the Northeast Regional Resource Center located in Hightstown, New Jersey.

4. APPROVAL - Permission to provide educational services to a specific population based on assurances that all standards and regulations established by the state education department have been met. Such approval allows for expenditure of public funds.

5. COOPERATING STATES OF THE SEA PRIVATE SCHOOL COMMITTEE - The states of Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and Virginia which are represented on the SEA Committee.

6. EXPULSION - The act of revoking, for an extended period, via appropriate due process procedures, a student's right to attend a designated facility and/or program.

7. LEGAL CUSTODIAN - Court appointed person and/or agency who is charged with care of the child.

8. LEGAL GUARDIAN - The natural parent or court appointed person or agency who has the rights and responsibilities of the parent.

9. LICENSE - A permit to legally operate a school under defined professional parameters, as documented in law.

10. MONITORING - A systematic evaluation process generally involving document review and on-site evaluation of fiscal procedures as well as program and administrative procedures.

11. NORTHEAST REGIONAL RESOURCE CENTER - See Appendix B

12. ON-SITE REVIEW - As part of the state's monitoring system, a team of qualified individuals visits the school to gather information relative to the quality and quantity of the education of exceptional children taking place at the site.

13. PRIVATE SCHOOL FOR CHILDREN WITH HANDICAPPING CONDITIONS - An educational agency offering special education and related services whose governance is derived from private ownership, proprietorship, partnership or incorporation and which is subject to state statutes and regulations.

14. SUSPENSION - The act of temporarily revoking, via appropriate due process procedures, a student's right to attend a designated facility and/or program.

DOCUMENT CHECKLIST

"Regional Guidelines for State Approval
of
Private Schools for Children with Handicapping Conditons"

Documentation Checklist for Approval Criteria

ITEM	DOCUMENTS	INTERVIEW	APPLICATION	OBSERVATION	WRITTEN POLICIES and PROCEDURES	AUDIT & BUDGET	QUESTIONNAIRE	FOLDER REVIEW
2.1	Roster Board Minutes	Staff	X		X		X	
2.2	Charter, Constitution, Contract, Leases				X			
2.3	Laws Filed			X	X			
2.4	Job Description, Table of Organization, Letter of Appointment	Director						
2.5						XX		
2.6	Statement of Ownership, State or Local Certification		X					
2.7	List of Board of Directors							
3.1					X			
3.2					X			
3.3					X			
3.4				X				
3.5					X			

ITEM	DOCUMENTS	INTERVIEW	APPLICATION	OBSERVATION	WRITTEN POLICIES and PROCEDURES	AUDIT & BUDGET	QUESTIONNAIRE	FOLDER REVIEW
3.6					X			
3.7		Admissions Officer or Director	X	X	X		Staff	
3.8	In-service plan	Staff		X			Staff	
4.1		Staff						X (IEPs)
4.2		Teacher		X			Staff	X (IEPs)
4.3		Teacher		X				X
4.4	Teacher lesson plans			X				X
4.5	Periodic progress report							
4.6	Progress reports				X			X (IEPs)
4.7		Staff		X				
4.8	Staff Schedule	Staff					Staff	X
4.9	Philosophic Statement							
5.1	Roster of Related Service Staff							X

ITEM	DOCUMENTS	INTERVIEW	APPLICATION	OBSERVATION	WRITTEN POLICIES and PROCEDURES	AUDIT & BUDGET	QUESTIONNAIRE	FOLDER REVIEW
6.1							LEA	X
6.2	Child Progress Reports						LEA	X
6.3	List of Assessment							X
6.4		Staff			X			
7.1					X		LEA Parents	
7.2		Director			X		Staff	
7.3	In-service Plan				X		Staff	
7.4					X			
8.1	Certification Roster							
8.2	Certification Roster							
8.3	Employee Health Records							
8.4	File/Personnel	Staff			X			
8.5	Job Descriptions				X			
8.6					X			

ITEM	DOCUMENTS	INTERVIEW	APPLICATION	OBSERVATION	WRITTEN POLICIES and PROCEDURES	AUDIT & BUDGET	QUESTIONNAIRE	FOLDER REVIEW
8.7	In-service and Pre-service Plan				X		Staff	
9.1	List of Dismissals	Director			X		LEA	Dismissed pupils, Date of Discharge, Date Conference
9.2	List of Dismissal	Director			X		LEA	Same Above and Alternate considered Document Due Process
9.3	List of Dismissal	Director			X		LEA	Same as 9.1
9.4	List of Dismissal	Director			X		LEA	Same as 9.1
10.1					X			
11.1	Roster		X	X			Staff	
12.1	Calendar		X					
13.1	Fire & Health Certifications			X				
13.2		Director		X				
13				X				

ITEM	DOCUMENTS	INTERVIEW	APPLICATION	OBSERVATION	WRITTEN POLICIES and PROCEDURES	AUDIT & BUDGET	QUESTIONNAIRE	FOLDER REVIEW
13.4					X			
13.5				X	X			
13.6		Director			X			
13.7		Staff			X			
14.1		Staff		X				X (IEPs)
14.2	Applicable Licenses and Inspection Certificates	Director						
15.1	Applicable Licenses and Inspection Certificates			X				
15.2	Roster Staff Schedule Fire Drill Safety Rules	 Food Services/ Dietician		X	Standing Orders		X	X (Health Records)
15.3	Pre-service Training Plan	Staff						
15.4		Staff		X				
15.5		Nurse, Doctor		X				

ITEM	DOCUMENTS	INTERVIEW	APPLICATION	OBSERVATION	WRITTEN POLICIES and PROCEDURES	AUDIT & BUDGET	QUESTIONNAIRE	FOLDER REVIEW
16.2		Staff			X			
16.3		Nurse, Doctor			X			
16.4		Nurse, Doctor		X				
16.5		Director						

DATA GATHERING INSTRUMENT

80 500.4

NORTHEAST REGIONAL RESOURCE CENTER
SEA PRIVATE SCHOOL COMMITTEE

Data Gathering Document for "The Regional Guidelines for State Approval of Private Schools for Children with Handicapping Conditions"

May 1980

APPROVAL PROCEDURES

As outlined in 1.2 section of the"Regional Guidelines for State Approval of Private Schools for Children with Handicapping Conditions", the following information should be contained in the written application of the private school requesting licensing and/or approval and should be maintained on permanent file at the school:

	YES	NO
1. written program description		
identifying and describing the school's philosophy and goals and objectives	___	___
number of classes and class size	___	___
characteristics of children served and their ages	___	___
intake procedures	___	___
termination procedures	___	___
admission criteria	___	___
services provided by the school including aftercare services	___	___
rates charged for services	___	___
description of the scope and sequence of the school's curriculum and of the instructional strategies employed	___	___
specific strategies employed in the instruction or management of children	___	___

	YES	NO
1. written program description (cont'd)		
length of the instructional year and daily instructional period	___	___
available materials and facilities	___	___
behavior management and disciplinary practices	___	___
statement of the extent to which students are required to participate in religious observances	___	___
2. complete list of all current personnel identifying their current job placement and any certification or other qualifications relevant to such job placement	___	___
3. table of the school's organization showing the administrative structure of the school, including lines of authority and staff assignments		
4. list of all members of the school's board of directors, all officers of the board, the terms of office of such officers, the occupational affiliations of all members of the board and the addresses of all members of the board	___	___
5. copies of any and all documents defining the school's ownership and statutory basis for operation including, where applicable, the charter, partnership agreement, constitution, articles of organization and by-laws	___	___

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
1.6	Document Review	1. The school should have on permanent file copies of the inspections of the: - physical plant - sanitation facilities - food service facilities - fire and safety	___ ___ ___ ___	___ ___ ___ ___	
	Document Review	2. The school has been certified for occupancy by the local building inspector.	___	___	
	Document Review	3. The school has been certified to provide residential care by the appropriate state agency.	___	___	
	Document Review	4. The school has a written plan for emergency evacuation and fire drills.	___	___	
	Document Review	5. The school has on file a record of emergency and fire drills.	___	___	
	Document Review	6. The facility has been certified by the appropriate authorities for use as a school.	___	___	

APPROVAL CRITERIA

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
Governance 2.1	Checklist (Roster)	1. The private school has an established governing body.	___	___	
	Minutes of Board Meetings	2. Minutes of Board Meetings indicate that the board sets policy for the school.	___	___	
	Checklist (Bylaws)	3. The constitution or bylaws establish policy and procedures for the governance of the private school by a governing body.	___	___	
	Staff Interview	4. Does the governing body meet at least twice a year?	___	___	
	Staff Interview	5. What are examples of policies or activities about which you would be required to involve the Board?	___	___	
Governance 2.2	Checklist (School Charter)	1. The school's charter, constitution or other organizational document is current.	___	___	
	Checklist (School Charter)	2. The school's charter, constitution or other organizational document has been signed or otherwise approved or reviewed recently by the governing body.	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
2.2 (cont'd)	Student Folder Review	3. A contract has been written and signed by both sending and receiving parties.	___	___	
Governance					
2.3	Interview	1. Copies of all pertinent local, state and federal laws have been reviewed by the governing body.	___	___	
2.4	Checklist (Job Description, Table of Organization, Director Job Description)	1. A clear line of authority is established from the chief administrator of the school to school staff.	___	___	
2.5	Checklist (Audited Statement and Budget)	1. What are the school's sources of revenue?			
	Checklist (Audited Statement & Budget)	2. What is the amount of cash on hand?			
	Checklist (Audited Statement & Budget)	3. Is the school bonded? Bondable?	___	___	
	Checklist (Audited) Statement & Budget)	4. Has a chart of accounts been developed based on costs (or % of costs) for each function?	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
2.5 (cont'd)	Checklist (Audited Statement & Budget)	5. Has a projected budget been developed based on this chart of accounts?	___	___	
	Checklist (Board Minutes)	6. Minutes of the meetings of the governing body indicate discussion, review and approval of most recent annual budget.	___	___	
2.6	Checklist	1. The school has on permanent file ownership and incorporation papers.	___	___	
2.7	Checklist	1. The school has on permanent file a current list of the names and addresses of all members of the school's board of directors which clearly identifies officers of that board.	___	___	
Administration 3.1	Checklist	1. A written policy states that no person is excluded from participation in, denied the benefits of or otherwise is discriminated against on the basis of race, color, creed, religion, sex or handicapping condition.	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
3.2	Checklist	1. A written policy states that the private school complies with P.L. 94-142 and all pertinent federal, state and municipal laws and regulations.	___	___	
3.3	Checklist	1. The private school has written policies regarding the protection of confidential information.	___	___	
3.3 3.4 3.5 3.6	Checklist (Observation, Written Policies and Procedures)	2. Policies regarding the protection of confidential information should include:			
		a) Parents have the right to inspect and review any educational records of their child.	___	___	
		b) Access to records upon parental request is made available in no more than 45 days.	___	___	
		c) The private school responds to requests for explanations and interpretations of the records.	___	___	
		d) The parent has a right to acquire copies of records.	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
3.3 3.4 3.5 3.6 (cont'd)		e) A representative of the parents has the right to inspect and review records.	___	___	
		f) The private school maintains a record of parties who have access to education records. This record includes name of party, date access was given, and the purpose for which the party was authorized use.	___	___	
		g) Parents have the right to access only to information relating to their child or to be informed of that specific information.	___	___	
		h) The private school provides parents, on request, a list of the types and locations of education records collected, maintained or used by the agency.	___	___	
		i) Parental consent is obtained whenever personally identifiable information is disclosed.	___	___	
		j) A schedule and procedures for the destruction of outdated files and records.	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
3.4	Checklist (Observation)	1. A separate office located on campus houses confidential student records in locked fireproof cabinets.	___	___	
		Does the file contain:			
		-Referral Form	___	___	
		-Parental permission for testing:	___	___	
		.with reason for testing	___	___	
		.with name of person initiating referral	___	___	
		.with statement of right to refuse testing	___	___	
		.with statement of right to review all relevant records	___	___	
		.with statement of right to be fully informed of results			
		.with statement that child remain in present placement until parents give written approval to change	___	___	
		-Formal diagnostic report	___	___	
		-More than 3 assessment tools referenced	___	___	
		-Assessment information updated at least every three years	___	___	
		-Assessment tools used which are appropriate to age & handicap	___	___	
3.7	Checklist (Interview, Written Policies and Procedures)	1. The private school has written policies regarding the admission of students, including criteria for admission.	___	___	
	Interview/Director, Admissions Officer	2. What criteria are used for admission of students?	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
3.7 (cont'd)	Interview/Director Admissions Officer	3. Describe the procedures followed when you are contacted by an LEA or a parent regarding the admission of a student.			
3.8	Checklist (Plan for Pre-Service Staff Training)	1. The private school has a pre-service training program of staff including a formal orientation program.	___	___	
	Checklist (Plan for Staff Development)	2. The private school has a current written plan for inservice training of all direct service staff.	___	___	
	Checklist (Plan for Staff Development)	3. A current record of all conferences and conventions attended by the staff is maintained.	___	___	
	Checklist (Plan for Staff Development)	4. A list of staff membership in professional organizations is maintained.	___	___	
	Interview/Staff	5. How frequently are inservice training programs conducted at the private school?			
	Interview/Staff	6. Describe the topics of some of the more recent programs.			
	Interview/Staff	7. In your opinion, have these sessions been valuable?			
	Interview/Staff	8. Describe the procedure for staff in requesting time for attending conferences or conventions.			

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
3.8 (cont'd)	Interview/Staff	9. How frequently are you allowed to attend professional conferences or conventions?			
	Interview/Staff	10. To which professional organizations do you belong?			
Program Requirements 4.1	Review of IEPs	1. Does the school provide for communication with LEAs on IEPs?	___	___	
	Review of IEPs	2. Does the IEP include the following?			
		.statement of present level of educational performance	___	___	
		.statement of annual goals	___	___	
		.short term instructional objectives	___	___	
		.statement of special education services	___	___	
		.statement of related services	___	___	
		.statement of the extent to which student will participate in the regular education program	___	___	
		.projected dates for initiation of and duration of services	___	___	
		.appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether short term instructional objectives are being achieved	___	___	
		.list of individuals responsible for implementing the IEP	___	___	
		.statement of party or parties assuming the financial responsibility for the implementation of the IEP	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
4.1 (cont'd)	Interview	3. Does the school include representatives of the LEA on IEP teams?	___	___	
	Review IEPs	4. Are IEPs signed by LEAs, parents/guardians and other representatives on the IEP team?	___	___	
	Review IEPs	5. Do IEPs have those components required by P.L. 94-142?	___	___	
		6. Does the school require a completed IEP before admitting the student?	___	___	
4.2	Observation, Interview/Teacher, Questionnaire/Staff	1. Does the school provide the facilities, equipment and materials necessary to implement the IEP?	___	___	
	Review school's operational and/or procedural manual	2. Are there procedures for obtaining the facilities, equipment and materials necessary to implement the IEP?	___	___	
	Interview/Staff, Observation	3. Are the facilities appropriate for providing the education and services indicated on the IEP?	___	___	
	Review IEP, Observation, Staff/Interview	4. Is the equipment used appropriate to meet the needs on the IEP?	___	___	
	Review IEP, Observation, Staff, Interview	5. Are the materials used appropriate to meet the needs expressed on the IEP.	___	___	
	Review curriculum guides and IEPs	6. Do the curriculum guides used by the school reflect a close alliance to the needs expressed on the IEP?	___	___	

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ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
4.3	Observation, Review curriculum & IEPs	1. Teaching is related to student:			
		.evaluations	___	___	
		.reports	___	___	
		.IEPs	___	___	
	Observation, Review curriculum & IEPs	2. Is teaching in line with the school's curriculum?	___	___	
4.4	Review IEPs, Review lesson plans	1. Daily lesson plans reflect the IEP goals for each student.	___	___	
		2. Daily lesson plans reflect input from staff reports and evaluations.	___	___	
4.5	Daily progress chart	1. A daily progress chart is maintained for each student.	___	___	
4.6	Review progress reports, Review IEP Classroom Observation	1. Progress reports indicate progression towards IEP goals and objectives.	___	___	
4.7	Observation, Interview/Teacher, Director	1. Students have access to the following:			
		physical education	___	___	
		art	___	___	
		music	___	___	
4.8	Staff Schedule Questionnaire/Staff	1. Does the school allow for communication amongst the staff?	___	___	
	Interview/Staff Questionnaire/Staff	2. Does the school have staffing meetings relative to individual student progress?	___	___	
	Interview/Staff Questionnaire/ Staff	3. Are all staff who provide direct service to a child a part of the staff meetings on that individual child?	___	___	

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ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
4.8	Folder Review	4. Is there a mechanism for all staff to provide written comments for inclusion in student files?	___	___	
	Folder Review	5. Are all staffings and group meetings recorded or summarized and placed in individual students' files?	___	___	
	Interview/Staff	6. Do all staff members who provide direct services to students have complete access to individual student files?	___	___	
4.9	Review statement of philosophy	1. Does the school's philosophy appropriately express the concept of least restrictive environment?	___	___	
	Interview/Staff, Review Resource List	2. Does the school have a list of off-campus resources for placing students?	___	___	
		3. Are off-campus and on-campus resources used to provide opportunities for experience in the LRE.	___	___	
Related Services					
5.1	Roster of Related Service Staff	1. Are the support personnel adequate for meeting the needs of the IEPs of the student population?	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
Evaluation of Programs					
6.1	Questionnaire/ Staff, Review student files	1. Does the school provide a system for periodic review of student progress?	___	___	
	Questionnaire/ Staff, Review student files	2. Are periodic reviews held of student progress relative to meeting IEP goals and objectives?	___	___	
	Review student files Questionnaire/LEA	3. Do periodic reviews of student progress include a sharing on student's progress between the school and sending agency?	___	___	
	Review student files	4. Do student files include a record of summary of discussion and outcomes concerning individual student progress towards meeting the goals and objectives expressed on the said student's IEP?	___	___	
6.2		See 1 - 4 above			
	Review student files	5. Are the reports of student progress comprehensive?	___	___	
	Questionnaire/ LEA	6. Are the reports of student's progress provided to the sending agency?	___	___	
	Interview/parents, Review student files	7. Are the reports of student progress provided to parents/guardians?	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
6.2 (cont'd)	Attendance roster, Review student files	8. Do reports of student progress include a report of the student's attendance?	___	___	
	Interview/parents	9. Do parents indicate they understand the progress reports they receive from the school?	___	___	
		10. Are at least three comprehensive reports completed each year?	___	___	
6.3	List of nondiscriminatory assessment devices	1. Does the school have a list of nondiscriminatory assessment devices which are used to determine the need for IEP revision?	___	___	
6.4	Written Policies & Procedures	1. Does the school have a set of written procedures to follow to determine the need for IEP revision?	___	___	
Child Management Techniques					
7.1	Written Policies & Procedures, Questionnaire/LEA	1. Does the school have written policies stating its philosophic position regarding the management of student behavior?	___	___	
	Written Policies & Procedures, Questionnaire/LEA	2. Does the school have written procedures for the management of student behavior?	___	___	
		During school time?	___	___	
		During residence time?	___	___	
		During unsupervised time?	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
	Written Policies & Procedures, Questionnaire/LEA	3. Do the procedures specify person(s) responsible for implementing the child management technique?	___	___	
		During school time?	___	___	
		During residence time?	___	___	
		During unsupervised time?	___	___	
7.1 (cont'd)	Written Policies & Procedures, Questionnaire/LEA	4. Are there provisions in the child management procedures for continuity of applications between school, residence and unsupervised time?	___	___	
	Questionnaire/LEA Interview/Parent	5. Does the school routinely provide local education agencies and parents or guardian copies of the written policies and procedures for managing behavior?	___	___	
7.2	Interview/Director, Questionnaire/LEA,SEA	1. Have any complaints concerning abusive discipline been filed with the:			
		school director?	___	___	
		sending district?	___	___	
		SEA?	___	___	
		Other?	___	___	
		Explain:			
	Interview/Director	2. How is the administration of discipline monitored? Describe.			
		Are there safeguards present in the procedure?	___	___	

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ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
7.2 (cont'd)	Interview/ Director	3. Are parents and the sending district procedurally informed in writing of student infractions of rules and the discipline meted as a result?	___	___	
	Interview/ Director	4. Have any staff been reprimanded for unjust or unwarranted acts of discipline within the past 12 months?	___	___	
7.3	Interview/Staff Questionnaire/ Staff	1. What staff development opportunities in child management techniques were sponsored by the school during the previous 12 months? #____ of sessions #____ of total hours #____ of staff participating			
7.4	Written Policies and Procedures	1. Does the school have written procedures dealing with the mandatory reporting of alleged child abuse?	___	___	
Qualifications and Requirements for Personnel 8.1	Certification Roster	1. List below any professional staff not certified and/or licensed by the SEA.			

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
8.2	Certification Roster	1. List below any professional staff not qualified, certified or licensed for their particular job functions.			
8.3	Certification Roster	1. List below any staff whose files do not contain evidence of meeting the state's health requirements.			
8.4	File/Personnel	1. Does the school have written personnel policies governing original appointment?	___	___	
		tenure?	___	___	
		dismissal?	___	___	
		salaries?	___	___	
		benefits?	___	___	
8.5	Written Policies and Procedures	1. Does the school have on permanent file written job descriptions?	___	___	
8.6	Written Policies and Procedures	1. Does the school have written procedures for supervising and evaluating the performance of all staff?	___	___	
8.7	Questionnaire/Staff Written Policies and Procedures	1. Does the school have a written inservice plan for staff?	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
9.1	Interview/ Director, List of dismissals, Review of student folders	1. When a student's enrollment is terminated, consultation is held with the student's parents or guardian, the sending agency, and any agencies which have a compelling interest in the student's educational welfare.	___	___	
	Review of student folders, Interview/ Director	2. Consultations on termination of a student's enrollment are held, whenever possible, 30 days prior to the projected date of termination of enrollment.	___	___	
	Review of student folders, Interview/ Director	3. Notification of consultations/conferences are given, whenever possible, 30 days prior to the projected date of termination of enrollment.	___	___	
	Review of student folders, Interview/ Director	4. Written records of all consultations/conferences related to termination of student's enrollment are maintained by the school.	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
9.2	Review student folders	1. Records of termination of enrollment document alternatives to termination which the school has considered and/or implemented.	___	___	
9.3	Review student folders	1. In instances where termination of enrollment has occurred before the end of the school year, records of termination document the reasons why a student cannot be allowed to remain at the school for the balance of the year.	___	___	
9.4	Written Documents	1. School procedures include written notification of any termination of enrollment to parents/guardians and sending agencies.			
Due Process 10.1	Interview/ Director, Parents	1. School ensures parents/ guardians have an opportunity to inspect and review education records related to the identification, evaluation and placement of children.	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
Class Size					
11.1	Class Rosters, Observation, Questionnaire	1. Special Education class sizes meet host state standards.			
			DNA		
	Class Rosters, Observation, Questionnaire	2. Teacher/student ratios have been established for each class, and meet host state standards.			
			DNA		
	Class Rosters, Observation, Questionnaire	3. The age range of pupils in each class meets host state standards.			
			DNA		
	Class Rosters, Observation, Questionnaire	4. Staff/child ratios have been established for the daily care of children to exclude teachers.			
			DNA		
Calendar Requirements					
12.1	School Calendar	1. Does the school have a written annual calendar?			
		2. Does the calendar identify the instructional days per year?			
		3. Does the calendar identify the instructional hours per day?			

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
Physical Facilities 13.1	See 1.6 Approval Procedures				
13.2	Schedule of maintenance & housekeeping activities	1. Does the school have a written schedule for maintenance and housekeeping?	___	___	
13.3	Observation Interview/Director	1. The school has adequate space and facilities in the following areas:			
		.recreational	___	___	
		.dining	___	___	
		.sleeping	___	___	
		.bathroom	___	___	
		.kitchen	___	___	
13.4	Written Policies & Procedures	1. Does the school have written procedures for periodic inspection of the facility including electrical, plumbing and heating systems?	___	___	
		2. Are hazardous materials safely stored?	___	___	
		3. Has the school used lead paint?	___	___	
		4. Does the school dispose of garbage in accordance with good sanitation procedures?	___	___	
		5. Has the school been inspected for vermin infestation?	___	___	
		6. Are medicine and food stored properly?	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
13.5	Written Policies & Procedures	1. If the school has a swimming program, does the school have a qualified water safety instructor or senior life saver on duty when children are in the swimming program?	___	___	
13.6	Written Policies & Procedures	1. Does the school have a written procedure to be followed in the event of an emergency or disaster?	___	___	
		2. Does the school maintain a record of emergency drills held?	___	___	
13.7	Written Policies & Procedures	1. Does the school have written procedures for assisting children with impaired functioning during emergencies?	___	___	
14.1	See 4.2 Program Requirements				
14.2	Applicable Licenses and Inspection Certification	1. Reports of inspections and maintenance of vehicles are current and on file.	___	___	
	Applicable Licenses	2. Drivers of school vehicles are licensed according to state law.	___	___	
	Interview	3. Drivers have been trained in the techniques of transporting handicapped.	___	___	
Child Care 15.1	Document REview	1. Approval of the residential program has been received from the appropriate state agencies.	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
15.2	Health Records	1. The school requires physical examination and immunization of students in accordance with state law.	___	___	
	Interview/Food Service, Dietician	2. Menus are prepared by a qualified dietician or by the head of food services after consultation with a qualified dietician.	___	___	
	Written Recreation Schedule	3. There is a written schedule of indoor and outdoor recreational activities.	___	___	
	Interview/Staff	4. Space, equipment and staff are available for the implementation of the recreational program.	___	___	
15.3	Interview/Staff	1. A pre-service training program is provided for all new staff.	___	___	
	Interview/Staff	2. At least two staff evaluation conferences are held each year. A written evaluation is provided; the staff member is given an opportunity for written reaction.	___	___	
15.4	Written Policies & Procedures	1. Schools have available psychological and psychiatric consultation and procedures for involving agencies and parents in emergency situations.	___	___	

ITEM NO.	INSTRUMENT	ITEM STEM	ASSESSMENT YES	ASSESSMENT NO	COMMENT ON SCHOOL
Health and Medical Care					
16.1	Written Policies & Procedures	1. There is a written plan for providing preventive, interventive and emergency medical care.	___	___	
16.2	Written Policies & Procedures	1. Standing orders for emergency medical care are provided in the event of injury or illness.	___	___	
16.3	Written Policies & Procedures	1. Does the school have written policies and procedures regarding the use and administration of medicine to children?	___	___	
		2. Is medicine dispensed under medical orders?	___	___	
16.4	Observation Interview/Nurse, Doctor	1. Does the school have locked storage space for prescription drugs?	___	___	
		2. Is the locked storage space accessible only to authorized persons?	___	___	
16.5	Interview/ Director, Parents	1. Does the school notify a child's parents or guardian, sending agency and state agency in the event of serious illness, accident or death?	___	___	

MISCELLANEOUS

LIST OF DATA TO BE
SUBMITTED BY PRIVATE SCHOOL
PRIOR TO ON-SITE VISITATION

This list of data is requested of the private school prior to the on-site visit. The evaluation team reviews this material analyzing it for completeness and clarity.

1. Completed Self Study Guide

2. As outlined in section 1.2 of the Regional Guidelines:

   1) A written program description:

      .identifying and describing the school's philosophy and goals and objectives

      .listing the number of classes and class size

      .characteristics of children served and their ages

      .intake procedures

      .termination procedures

      .admission criteria

      .services provided by the school including aftercare services

      .rates charged for services

      .description of the scope and sequence of the school's curriculum and of the instructional strategies employed

      .specific strategies employed in the instruction or management of children

      .length of the instructional year and daily instructional period

      .available materials and facilities

      .behavior management and disciplinary practices

      .statement of the extent to which students are required to participate in religious observances

   2) Complete list of all current personnel identifying their current job placement and any certification or other qualifications relevant to such job placement,

   3) Table of the school's organization showing the administrative structure of the school, including lines of authority and staff assignments,

   4) List of all members of the school's board of directors, all officers of the board, the terms of office of such officers, the addresses of all members of the board and the occupations of the members of the

board,

5) Copies of any and all documents defining the school's ownership and statutory basis for operation including, where applicable, the charter, partnership agreement, constitution, articles of organization and by-laws,

6) Copy of the audited statement and budget.

3. As outlined in section 1.6 of the Regional Guidelines, copies of the state inspections of the physical plant, sanitation facilities, food service facilities, fire and safety.

SUGGESTED PROCESS OUTLINE FOR ON-SITE VISITATION USING THE REGIONAL GUIDELINES

I. Planning Phase:

A. Form evaluation team.
B. Select school.
C. Select chairman of evaluation team. Additional members may be selected for the team after school submits requested materials.
D. Chairperson or designee meets with administrator of school.

The chairperson reviews the Regional Guidelines with the administrator and explains the on-site visitation process. The chairperson requests that the administrator prepare the following materials: an approval application following Section 1.2 of the guidelines; descriptions of all programs operated by the school; and the self-evaluation with supporting documentation.

E. Chairperson requests (throughSEA of the home state) reports from appropriate public agencies regarding the condition of school plant with respect to health and safety standards.

II. Data Gathering: School Administrator, Subcommittee, Evaluation Team

A. School administrator submits requested materials.
B. Chairperson or designee conducts inservice training on Regional Guidelines for evaluation team.
C. Team receives and analyzes school submissions for completeness and clarity; requests school to furnish additional data as necessary.
D. Team chairman assigns members areas of prime responsibility for investigation during site visit.
E. Team chairman arranges date for team visit with school administrator.

III. Site Visit:

A. Team verifies findings of self-evaluation and description of school in approval application using standardized schedules and checklists, team members will:

1. interview administrator
2. interview staff members
3. interview students and parents
4. review school operating procedures not covered in self-evaluation

B. Using observation schedules and checklists, team members will observe:

1. classroom instructional program
2. delivery of related services
3. operation of residential component (if any)

C. Team verifies delivery of IEP through:

1. review of individual student folders
2. interviews with instructors, students and parents

D. At close of site visit, team meets administrator to summarize findings without comment; this meeting should also allow for an exchange of such additional data between team members and school personnel as will contribute to a sound evaluation of the school.

IV. Evaluation Report: Evaluation Team

A. Team members compile data gathered from all instruments and reports.

B. Team formulates conclusions as to compliance of school with each standard in Regional Guidelines; draft report of findings prepared and sent to school administrator.

The team report on the school will take the form of ratings on each applicable item in the Regional Guidelines and comments as necessary to convey the basis for the conclusions indicated. The report should include a list of the major strengths and assets of the school and prioritized recommendations for enhancing the effectiveness of its operations.

C. Limited response time allowed school administrator to assure accuracy of report before draft becomes final.

D. Team submits report on school as appropriate.

SUGGESTED FORMAT FOR PRIVATE SCHOOL EVALUATION REPORT

A cover letter is written conveying the report, the team's recommendations/decision, name of person to contact to discuss the report, and a deadline for written reaction to the report (acceptance, request for appeal process, etc.)

I. Identifying Information

Name of School: Telephone Number:
Address:

Date of Visit: Type of Visit:

Names of Evaluators:

Students Served:
Classification -
Age Range -
Grade Level -

States Currently Served:

Name of School's Chief Administrative Officer:

Name of Director of Education:

SEA Contact Person:

Name and Identifying Number of all Licenses, Approvals, held by School:

II. Item-By-Item Evaluation

In this section of the report each item in the Regional Guidelines is stated with individual evaluator's comments. A rating of satisfactory/unsatisfactory or needs improvement is given for each item.

EXAMPLE:

Approval Procedures

Item 1.2	Evaluator Comments	Rating
Written application by the school which includes a written program description, complete list of all current	The written program description and all other materials were complete in every particular. The director was diligent	Satisfactory

Item 1.2 (cont'd)	Evaluator Comments	Rating
personnel, school table of organization, list of members of the school's board of directors, and copies of any and all documents defining the school's ownership and statutory basis for operation.	in preparing materials for the approval team both in the preliminary submission and those reviewed during the on-site visit. The written program description of the school's philosophy, curriculum, intake procedures organizational and administrative structure was clear and it is noteworthy that the written description was reflected in the activities observed during the on-site visit.	Satisfactory

III. Commendations - Recommendations

1. All individual evaluator's commendations are compiled and listed.

2. All individual evaluator's recommendations are compiled and listed.

IV. All Items of non-compliance with law, regulations, and/or standards are listed specifically

V. Final approval/disapproval decisions/recommendations

1. All individual evaluator's recommendations are compiled and the approval/disapproval decision/recommendation is given.

VI. Corrections needed

1. A list of specific items to be corrected in order to receive a decision/recommendation for approval is given.

EVALUATOR INSERVICE

Who:

1. All evaluators must submit a complete resume
2. All evaluators must take part in the evaluator inservice
3. Private school persons
4. Public school persons
5. School administrators
6. School psychologists
7. Psychiatrists
8. Therapists
9. Program supervisors who rate teacher performance
10. Appearance/consumers
11. State Education Agency persons
12. Other disciplines represented in private schools
13. Social workers

Format:

1. Presentations to large groups on each topic
2. Short questions and answer session with large groups on each topic
3. Small group discussions with leader from NERRC subcommittee on evaluation, concerning evaluation document and methods of documentation, evaluation procedures, protocol, duties of evaluators, interview techniques (possibly role-playing), report writing
4. Each small group reports back to the large group
5. Small groups develop drafts of evaluation handbook
6. Final handbook put together by NERRC
7. Additional information gathered from evaluators

Inservice:

1. Knowledge, in general concept form, of how children, and from where, children are placed by various state agencies

2. Knowledge, in general concept form, of how children are withdrawn from various private schools
3. Knowledge, in general concept form, of various attendance laws and regulations
4. Knowledge, in general concept form, of student rights and responsibilities
5. Knowledge, in general concept form, of funding methods and streams
6. In-depth knowledge of each item in the guidelines and general rationale for each item
7. In-depth knowledge of each item on the evaluation document, rationale for each item, and documentation of acceptability
8. In-depth knowledge of evaluation procedures
9. Protocol
10. Duties of chairperson
11. Duties of team members
12. Interview techniques
13. Report writing
14. Develop draft of handbook for evaluators

Schedule:

1. Selection of persons to be invited to be evaluators
2. Persons invited to be evaluators
3. Resumes reviewed for appropriateness
4. Evaluators selected
5. Inservice
6. Evaluators notified of team membership
7. Handbook for evaluators distributed for review
8. Information on school to be evaluated
9. Evaluation

Evaluator Inservice

AGENDA

First Day

8:30 - 9:00 am	-	Tea and crumpets - get acquainted
9:00 - 10:30	-	Welcome and Introduction of NERRC and what the private school committee is all about
		Introduction of guidelines and evaluation work done to date
		Introduction of tasks for the two-day session
10:30 - 11:00	-	General concept knowledge
		How children are placed and where they are placed, by whom
		How children are withdrawn from private schools
		Funding methods and streams in various states
11:00 - 12:00	-	General concept knowledge
		Governance
		Administration
		Certification of personnel
		Programming in private school versus public school
		Facilities
		Transportation
12:00 - 1:00 pm	-	Lunch
1:00 - 2:30	-	Item-by-item discussion of meaning of the guidelines
2:30 - 4:00	-	Item-by-item discussion of the meaning of the evaluation document

Second Day

8:00 - 8:30 am	-	Tea and crumpets
8:30 - 10:00	-	Finish discussion of evaluation document
10:00 - 12:00	-	Evaluation procedures and documentation methods
12:00 - 1:00 pm	-	Lunch
1:00 - 2:00	-	Protocol

Second Day (cont'd)

1:00 - 2:00	-	Duties of chairperson
		Duties of team members
2:00 - 3:00	-	Interview techniques
		Report writing
3:00 - 4:00	-	Develop draft of handbook for evaluators